

# Teaching Tools:

## Test Preparation and Study Skills

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# CONTENTS

<b>INTRODUCTION</b>	<b>1</b>
<b>DEVELOPING AND HONING SKILLS</b>	<b>2</b>
Developing and Reinforcing Study Skills	2
Tips for Taking Tests	11
After the First Test	14
Summary	14
<b>RECOMMENDED READING</b>	<b>15</b>
<b>ADDITIONAL RESOURCES AND STUDENT HANDOUTS</b>	<b>16</b>
How Do You Study?	17
Daily Activity Log	19
Textbook Preview Worksheet	21
Appendix Transparency Master	23
Part Opener Transparency Master	25
Good Habits for Note Taking Transparency Master	27

# INTRODUCTION

For most students, success in high school and college depends on developing study skills and learning to prepare for tests. How and when students learn these skills varies from school to school and student to student. Many middle school and junior high school curricula include study skills and test preparation. Some schools integrate the skills into all areas of the curriculum with special emphasis on applying the skills to the content area being studied. Others provide separate courses to address these areas.

Regardless of when and how study skills and test preparation are introduced, many students do not alter their study habits until they need to; that is, until the method they are using fails them. Many students achieve success in elementary and middle grades by paying attention in class and completing assignments.

As course content becomes more complicated and students are required to demonstrate high-order thinking skills, the need for study skills and test preparation increases. Fortunately, this happens at the same time that students are becoming mature enough to understand the relationship between their own behavior and academic success.

Both students and their parents need to understand the importance of developing good study skills and learning how to prepare to take tests. Most people understand that good study skills are important. What they might not understand is that good study skills do not just happen, they are learned. This is also true for learning how to take a test.

Helping students develop and use good study skills should be a goal in every class that you teach. Even if your school's curriculum includes a course designed to teach study skills, there is much more that you can do. And, of course, there is much more that your students can do.

This book is designed to help you integrate study skills and strategies for test taking into your classroom, regardless of the subject that you teach. Your own experience, including your successes and failures, are a good place to start. How often have you said, "If only I knew then what I know now"? For most of us, developing study and test-taking skills is a long process. Most of your students are just beginning that process.

## DEVELOPING AND HONING SKILLS

### DEVELOPING AND REINFORCING STUDY SKILLS

Rapid changes in technology and in society mean that study skills aren't just for school anymore. People use these skills throughout their lives. Most Americans will have more than one career and in many cases education and retraining are a necessary part of the transition. Even employees who work for the same company their entire working life will need to learn new skills. Continuing education is mandatory for many licensed professionals, and other professionals choose to attend seminars and workshops to help them keep abreast of innovations in their field. Developing and honing study skills while in school can be a key to academic success and a tool for life-long learning.

Ask your students how they study and if they think they have developed the study skills needed to be successful. A sample worksheet is provided on page 17 to help them evaluate their own study habits.

The good news is that most high school students have already developed some study skills. Many students have been introduced to a variety of study skill techniques. The question is, have they translated them into good study habits? Your goal is to help them build on what they already know and teach them a few new things.

### ***CLASS SYLLABUS OR OUTLINE***

Students need to think beyond what homework is due tomorrow. You can help by providing and following a class syllabus or outline. Seeing the whole semester or year might be overwhelming to some students, but most will appreciate the advanced notice. This encourages students to look ahead and plan their schedules. Point out the major projects and test dates at the beginning of the course. Consider adding a specific item on the syllabus or outline that suggests the start date for major projects. This provides students a firm start and end date that can help with their planning.

### ***PLANNERS, JOURNALS, AND CALENDARS***

Encourage the use of planners, calendars, and journals. Using a planner or calendar helps students see the big picture, including school assignments, extracurricular activities, work commitments, and social engagements. Journals provide students with a mechanism for recapping their day, including what they accomplished and what they need to work on. Consider providing a calendar with key dates for your class already

*I was an A student in high school, and I never studied. I was really surprised I needed to study when I got to college. An even bigger surprise—I didn't know how.*

*Community College  
Instructor*

inserted. You can encourage students to add key dates for other classes. Some students carry PDAs (personal digital assistants). Encourage students to use this tool effectively. Like the printed version of planners, calendars, and journals, the PDA is only a tool, but students can learn to use it efficiently. PDAs offer other advantages such as the ability to sync with their computer. Accessories available with PDAs allow students to write notes or to use a keyboard to take notes. Encourage students to name and organize their notes by class and date.

### **FINDING LOST TIME**

Many students think they could use a few more hours in their day. You might be able to help them find some lost hours. Suggest that students keep track of their daily activities for a week. Have them include everything—classes, eating, sleeping, goofing off and so on. Use the activity log provided on page 19 or have them use their planners.

Make this a non-threatening assignment. Let students know that you will only check to see if they completed the assignment; you will not review the activities they write in their log. After a week ask them to develop their own personal plan for using their time more efficiently, including studying. Explain the value of breaking homework and studying into manageable chunks of time. Point out that for most people it is more efficient to read and study for a set amount of time each day than to find a large block of time the night before a test.

### **TEXTBOOK TOUR**

For many courses the textbook is a major resource for the learning process. Consider taking your students on a tour of their textbook. Textbooks offer many features that are designed to teach and reinforce concepts and skills. Many students read only the assigned pages and would never think of answering questions that were not assigned. Ask students to preview their textbook and become familiar with the book's features. After students have previewed the text, encourage discussion. A worksheet is provided for this activity on pages 21–22. You may want to adapt this worksheet to fit your specific textbook.

### **THE BIG PICTURE**

Encourage students to read the material in the textbook that comes before chapter one. Every textbook is different, but many contain information that introduces the student to the subject and the textbook. The table of contents presents an outline of the textbook's content and offers a preview of things to come. Often there are other sections at the front of the book designed to introduce the content and the format of the text. These sections have a variety of titles, including Preface, Introduction, How to Use This Text, and To the Student. This is also a good time to look at the back of the book. This is where features such as appendices,

the glossary, and the index are located. Make sure students understand the resources available in the appendix. Some examples, by subject area, are shown on the next page.

APPENDIX: WHAT YOU MIGHT FIND	
• <b>Accounting</b>	<i>Present Value and Future Value Tables</i>
• <b>Chemistry</b>	<i>Periodic Table</i>
• <b>Communications</b>	<i>Proofreader's Marks</i>
• <b>Geography</b>	<i>Maps</i>
• <b>Keyboarding</b>	<i>Grammar Guide</i>
• <b>Mathematics</b>	<i>Selected Answers</i>

**TABLE 1. Examples of Appendix Content**

Ask students to become familiar with the organization of the core content of the textbook. Every text is designed to meet the needs of students and teachers. The design can help students read effectively, organize their notes, and plan their study activities.

If a textbook is divided into parts (or units) encourage students to read the opening pages for the part and preview the part by reading the titles of chapters and lessons. These important pages often get skipped when a teacher assigns a chapter or lesson. Use Table 2 to explain the importance of the part opener components.

PART OPENER COMPONENTS	
<b>Title</b>	Provides insight into the content of the part and helps students focus their attention on the content.
<b>Chapter Titles</b>	Provide insight into the content of the chapter and allow students to see how the part and chapter contents are related.
<b>Introduction</b>	Sets the stage for the part and triggers interest.
<b>Objectives</b>	Outlines the expectations of the part, chapter, and lessons.
<b>Chapters</b>	Encourage students to read the opening pages for a chapter including the introduction and the objectives. This is also a good time to preview the end-of-chapter features.

**TABLE 2. Part Opener Components**

*The answer was in the sentence under the picture. I didn't even know I had to read that part.*

*Fifth Grade Student*

## **CHECKING OUT A CHAPTER**

In addition to looking at the big picture, ask students to spend some time getting acquainted with the format of a chapter or lesson. Point out how fonts, color, shading, boxes, and icons are used throughout the chapter. Textbooks are filled with illustrations, photographs, examples, and special features that are designed to add interest, explain, and reinforce. Each textbook includes features that are appropriate for the content. While the titles of the features vary from textbook to textbook, there are some key words that will help students identify them.

- ☐ Careers
- ☐ Check Your Understanding
- ☐ Communications
- ☐ Critical Thinking
- ☐ Cross-Curricular
- ☐ Cultural Diversity
- ☐ Ethics
- ☐ For Your Information (FYI)
- ☐ Fun Facts
- ☐ Journal
- ☐ Global
- ☐ International
- ☐ Internet
- ☐ Remember
- ☐ Technology
- ☐ Tips
- ☐ Word Bank
- ☐ Writing

Ask students to look at the end of the chapter. Many students think of only one thing when they look at the end of the chapter—homework. It is true that many homework assignments come from this part of the textbook, but students can also use this as a great resource for organizing their thoughts, reviewing what they have read, checking their understanding, and studying for quizzes and tests. Again, the titles for these features vary, but there are keywords that can help identification.

- ☐ Activities
- ☐ Apply Your Knowledge
- ☐ Cases
- ☐ Decision Making
- ☐ Group Investigation
- ☐ Problems
- ☐ Projects
- ☐ Questions for Critical Thinking
- ☐ Research Project

- ❑ Review Objectives
- ❑ Review Questions
- ❑ Summary
- ❑ Vocabulary Review

To help students prepare to use their textbook effectively, ask them to identify all the features of a chapter (or lesson). Assign each pair of students a different chapter. Have them create a list of the features.

### **READING ASSIGNMENTS**

If you want students to plan their time effectively, you need to provide textbook reading assignments in advance. Encourage students to read the pertinent material in the textbook before coming to class. Skimming the assigned section is a good use of time and can help students prepare for a more thorough reading.

Explain that a reading assignment involves more than just reading the text. Taking notes while reading is a good practice. The reading notes and class notes can be integrated after class to make a more complete set of notes for the lesson. Remind students to look at the entire page, not just the main text.

Depending on the level of the course you are teaching and the maturity of your students, you may feel that it is time for them to accept responsibility for reading the textbook without daily reminders. Consider ways you can help students make this transition. One plan to encourage responsibility is to provide a syllabus including information about what lesson or chapter of the textbook should be read prior to every class. For the first few weeks, refer to the syllabus and offer daily reminders to students about reading assignments. Point out that you expect them to keep up on their reading and that as of a certain date you will no longer provide reminders.

### **REVIEWING THE CHAPTER**

Most textbooks have features designed to help students review each chapter or lesson. Students may need to be coached to take advantage of the end-of-lesson and end-of-chapter features. Every student will not necessarily benefit from every review feature of a textbook. Some students successfully study for quizzes and tests by reviewing class notes. Others could benefit by using the end-of-chapter features. Common end-of-chapter features include:

#### **Lesson Review**

Summarizes the key points of the chapter, often in paragraph form.

#### **Vocabulary Review**

Identifies the defined terms presented in the chapter.



### **Questions/Problems**

Require students to apply concepts or skills learned in the chapter. Some textbooks offer a variety of questions and/or problems. Many textbooks provide an abundance of questions and/or activities. Some students need the reinforcement of answering several problems/questions that address the same concept or skill. Even if the questions/problems were used for in-class or home-work assignments, students can often benefit from answering them again as they study for a quiz or test.

### ***IN-CLASS ACTIVITIES***

Students often think of studying as something they do at home or at the library. Remind students that everything they do in class is a form of studying. Here are some things that you can do to help students improve their study skills while participating in class.

- ❑ Assign problems, questions, and activities that help students develop and practice good study skills.
- ❑ Offer a different study tip for each lesson and remind students to use study tips that were presented earlier.
- ❑ Encourage study partners and study groups. Allow time for partners or groups to get together in class.
- ❑ Ask students to share their study tips with class members.
- ❑ Use brief in-class exercises to demonstrate study skills.

### ***READING STRATEGIES***

Many students are ineffective readers, meaning they can read the words, but do not clearly understand the meaning. Texts in most disciplines now include reading strategies and the related teacher support material also includes reading strategy suggestions. Although you may not be specifically trained in teaching reading, you will help your students if you incorporate these reading strategies into your classroom.

Pre-reading strategies can help students focus on what they will be reading. One strategy is to give students the title of the lesson and have them make a list of what they already know about the subject. Then have them look at the key terms and write a short definition of terms they already know. Then ask a question that you want the students to be able to answer when they have finished reading. The question should focus on main ideas. Have students write this question and then write the answer as they are reading.

Post-reading strategies can also help students identify what they have learned and what they have missed. One strategy is to have students list the key points of the section or chapter. Then review their list with another student, adding and modifying the lists as they work.

### **NOTE TAKING**

Taking effective notes in class is critical for success in high school and college. Even though many students have been introduced to note-taking strategies, some review is always beneficial. As a content expert in the subject you teach, you can provide specific tips that will work in your class. Some general tips are shown in Table 3.

<b>GOOD HABITS FOR NOTE TAKING</b>	
<input type="checkbox"/>	Read the assignment.
<input type="checkbox"/>	Use a new page in your notebook each day.
<input type="checkbox"/>	Write the date at the top of the page.
<input type="checkbox"/>	Do not write every word the teacher says.
<input type="checkbox"/>	Use abbreviations and symbols.
<input type="checkbox"/>	Leave space to add more information.

**TABLE 3. Good Habits for Note-Taking**

Remind students that teachers often provide clues for what should be included in class notes. Some clues are obvious and others are more subtle. Some examples follow.

- ☐ Write this down.
- ☐ You will see this again.
- ☐ You need to know this.
- ☐ This is important.
- ☐ Let's review.
- ☐ The main points are...
- ☐ Let me repeat that.

Students should also observe the following:

<b>Chalkboard</b>	If your teacher writes it on the board, you probably need to write it in your notes.
<b>Slides/Overheads</b>	Include key information that is presented on slides and overheads.
<b>Handouts</b>	Incorporate the handout itself or the key information into your notes.

Rewriting class notes can provide a double benefit. Reading and writing what was written in class exposes students to the information a second

time. This provides an opportunity to organize notes and fill in any blanks. Highlighters and colored pens are helpful for highlighting key points.

### **PREPARING FOR A TEST**

Keeping up with daily assignments and reading are two of the best ways to study for a test. Remind students that waiting until the night before increases anxiety and offers no cushion if they do not understand something. If students are studying every night, they can spend the days before a test focusing on areas of weakness.

Students can make up their own test based on what they think might be on the real test. Study partners can each make up a test and give them to each other. This kind of trial run allows students to identify areas that require attention.

### **FLASHCARDS**

Flashcards are a proven study aid for all levels of education. Many students use them throughout high school and college. The cards can be used for almost all subjects and many different kinds of information. The basic idea is to put the “question” on one side and the “answer” on the other.

*My best friend in college  
reintroduced me to  
flashcards. I thought  
they were for little kids  
learning their  
multiplication tables.  
Without a study partner  
and flashcards, I would  
never have passed  
anatomy and  
physiology.  
Dental Hygienist*

#### **Side 1**

Key term  
Date  
Cause  
Action

#### **Side 2**

Definition  
Event  
Effect  
Result

Students can also write their practice test on flashcards—question on one side and answer on the other. Some examples of flashcards are shown below.

**Three Parts of the Brain**

**Front of the card**

**cerebrum  
cerebellum  
brain stem**

**Back of the card**

**Practical application of a parabola**

**Front of the card**

**satellite dish**

**Back of the card**

**Checklist for ethical behavior**

**Front of the card**

- 1. Is the behavior ethical?**
- 2. Does the behavior meet professional standards?**
- 3. Who is affected by the behavior?**

**Back of the card**

**Presidential succession**

**Front of card**

**President  
Vice President  
Speaker of the House  
President Pro Tempore of Senate  
Secretary of State**

**Back of card**

Some students benefit from reading flashcards, thinking about their answer, and confirming the answer by looking at the other side. Other students benefit from reading the card, writing the answer, and then checking the answer. Other students benefit from reading the cards aloud. For these students, it is beneficial to enlist a study partner or family member to help.

Using flashcards provides a mechanism for students to determine what they already know and what needs more attention. After a few rounds with a set of flashcards, students can separate the cards into two piles: things they know and things that need attention. Encourage students to spend some time working with just the cards in the second pile. Using all the cards for the last round the night before the test is a good practice. Students should set aside cards that are still giving them trouble and review them again in the morning.

*During a lesson on the muscles of facial expression, I noticed a student who was moving each muscle as I talked about it. After that I started recommending that other students make faces during my lecture.*

*Health Science Teacher*

## **TIPS FOR TAKING TESTS**

### **MEMORY TRIGGERS**

Strong visual images can help you remember. The visual images provided in the textbook—graphs, charts, diagrams, photographs, etc.—are a good place to start. Draw attention to specific visuals in the text and use other appropriate visuals including videos, posters, transparencies, and slides. You may create other visual images.

Certain kinds of information lend themselves to the use of mnemonic devices. For instance, if students are having trouble remembering the names of the Great Lakes, it might help to know that the first letter of each lake can be combined to spell the word HOMES.

Some students figure out strategies for taking tests all on their own; others need help in developing these strategies. Here are a few simple tips you can share with your students.

### **GENERAL TIPS**

Suggest that students look at the entire test before they answer any questions. Encourage them to flip through the test to determine what kinds of test items are included and how many of each kind. This is also a good time for them to read the directions for each section and note the value of each question. This information can help students plan how to use their time.

Students should always make sure they have time to answer as many questions as possible. If there are three essay questions and only 20 minutes left, they should allow about five minutes to answer each of the questions. This will permit a little time to review their answers.

Remind students that unless instructed otherwise, they do not have to answer the questions in the order they appear on the test. Multiple choice questions often contain information that can help students determine the answers to fill in the blank, short answer, and true/false items. This is particularly true if the test contains a large number of multiple choice questions.

### **MULTIPLE CHOICE**

Multiple choice items generally include three parts: the stem, distracters, and the answer. The distracters are the choices that are not the correct answer. The stem of a multiple choice item either asks a question, or requires the student to complete a sentence or thought. Here are some strategies students can use when answering multiple choice items.

<b>Instructions</b>	Always read the instructions. You need to know if you are looking for the one correct answer, the best answer, or all the answers that apply.
<b>Questions</b>	Read the question, and try to answer it without looking at the choices.
<b>Choices</b>	Read the stem along with the first choice and determine if the statement is true. Repeat the process for all choices.
<b>Skipping</b>	If you cannot select an answer after reading the item once, consider moving to the next item and returning to skipped items if you have time.
<b>Guessing</b>	For most classroom tests guessing is a good option if you really do not know the answer. You will not get any credit if you do not provide an answer for an item, but you might get credit if you guess correctly. A good strategy is to skip the items that you cannot answer, complete the ones you can, and return to the skipped items. If you still cannot answer the item when you return to it, you should try to eliminate answers you know are not correct and select one of the answers that you have not eliminated. (Note: For some standardized tests your score is based on the number of questions you answer, the number you answer correctly, and the number you answer incorrectly. For these tests it is often better to skip items that you cannot answer and try to answer the greatest number of questions correctly. If you have time, you can always return to questions you have skipped.)
<b>Elimination</b>	Even when you do not know the correct answer, you can sometimes eliminate some of the distracters. If you are permitted to write on the test, you should mark out any distracters that you know are not correct.
<b>All of the above</b>	If you are sure that one of the choices is not a correct answer, you can eliminate it along with all of the above.
<b>None of the above</b>	If one of the choices is a correct answer, you can eliminate this option.

**Review your answer** Review your answers to make sure you answered all the questions. If you are using a scoring sheet, make sure the question numbers line up with the numbers for your answers. Do not change answers unless you are absolutely sure your first response was wrong.

### ***OTHER OBJECTIVE TEST ITEMS***

Here are some strategies students can use when answering other objective test items.

**True/False** In some cases the true/false statement is a restatement of the definition of a vocabulary term. Look for terms as you read the statement. There are certain words that you need to watch carefully when you are answering true/false statements. Some people say that a true/false statement that includes the word “always” is likely to be false because few things are always true. Rather than deciding that “always” probably equals false, you would be better off to pay close attention to statements that include the following words:

all  
always  
any  
every  
never  
not  
often  
only  
rarely  
sometimes  
usually

**Fill-in-the-Blank** When you are asked to fill in the blank, the answer generally comes directly from the textbook, a handout, or lecture. Look for key words that might help you fill in the correct answer.

**Matching** These items usually require you to match words with definitions or examples. These items can also be used for dates and events. Always read the directions. You need to know if all entries will be used and if an entry can be used more than once. If entries can only be used once, cross them out as you use them.

## **ESSAY QUESTIONS**

You need to make sure you know what you are being asked to do. If the item asks for a summary, you should provide a summary and not an opinion. You may want to use a table when asked to compare and contrast. You can then put the items in the table in sentence form to complete the essay. Some essay questions require several paragraphs while others may ask for a list. If allowed, use the back of the test paper or scrap paper to jot down key points that you need to include in your answer. Then compose the paragraphs, using an introduction and conclusion in your answer. It is a good idea to use an introductory statement that integrates the question into the answer.

Often essay questions require you to interpret or analyze information. The answers to these questions may not be in the textbook or your notes. In many cases you can anticipate these questions based on what was presented in class. It is a good idea to prepare answers ahead of time based on what is likely to be on the test. Politicians, job applicants, and celebrities use this technique all the time. They hope that the person asking the questions will ask one of the questions for which they have rehearsed a response.

Write something for every question, even if you do not know the answer. For example, the question may read: What led to the Boston Tea Party? If you write down everything you know about the event, you may receive partial credit, even if you do not specifically answer the question asked. Even more importantly, writing related information might jog your memory, and help you develop a correct response.

## **AFTER THE FIRST TEST**

Regardless of the grade students got on the first test, they should review the test along with their notes and study aids. Suggest that they ask themselves these questions:

- ☐ Did I have notes for all test items?
- ☐ How did my practice test compare to the real thing?
- ☐ What might I do differently for the next test?

## **SUMMARY**

Developing and using good study skills are important for success in high school and beyond. As a teacher you can help students prepare for a lifetime of learning.



## RECOMMENDED READING

Armstrong, William H., M. Willard Lampe II, and George Ehrenhaft. *A Pocket Guide to Correct Study Tips*. Hauppauge, NY: Barron's Educational Series, Inc., 2004.

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## ADDITIONAL RESOURCES AND STUDENT HANDOUTS

- ❑ How Do You Study?
- ❑ Daily Activity Log
- ❑ Textbook Preview Worksheet
- ❑ Appendix Transparency Master
- ❑ Part Opener Components Transparency Master
- ❑ Good Habits for Note Taking Transparency Master

**STUDY SKILLS AND TEST PREPARATION*****HOW DO YOU STUDY?***

**Directions:** This worksheet is intended to help you focus on how you currently study and provide ideas for other techniques you can use. Answer each of the following questions by putting an X in the appropriate box.

	ALWAYS	FREQUENTLY	SOMETIMES	NEVER
Do you read assignments before class?				
Do you make notes while reading the textbook?				
Do you re-read assignments after class?				
Do you add examples or clarifications to notes?				
Do you review chapter and/or lesson objectives?				
Do you use end-of-lesson or end-of-chapter features for review?				
Do you write vocabulary words and their definitions?				
Do you study with a study partner?				
Do you participate in a study group?				
Do you develop and use flashcards and other study aids?				
Do you ask family members to help you study?				
Do you develop questions that you think might appear on tests?				
Do you review homework and/or quizzes?				
Are you satisfied with your grades?				
Are you doing the very best you can?				



Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

## STUDY SKILLS AND TEST PREPARTION

### ***DAILY ACTIVITY LOG***

DATE _____	DATE _____
12:00 a.m. _____ _____	12:00 p.m. _____ _____
1:00 a.m. _____ _____	1:00 p.m. _____ _____
2:00 a.m. _____ _____	2:00 p.m. _____ _____
3:00 a.m. _____ _____	3:00 p.m. _____ _____
4:00 a.m. _____ _____	4:00 p.m. _____ _____
5:00 a.m. _____ _____	5:00 p.m. _____ _____
6:00 a.m. _____ _____	6:00 p.m. _____ _____
7:00 a.m. _____ _____	7:00 p.m. _____ _____
8:00 a.m. _____ _____	8:00 p.m. _____ _____
9:00 a.m. _____ _____	9:00 p.m. _____ _____
10:00 a.m. _____ _____	10:00 p.m. _____ _____
11:00 a.m. _____ _____	11:00 p.m. _____ _____



## STUDY SKILLS AND TEST PREPARATION

### ***TEXTBOOK PREVIEW WORKSHEET***

**Directions:** Use this worksheet to preview the textbook for this class. Place a check or an X in the box after you have looked at each section. Use the space provided to write down a point of interest for each item.

- ☐ **Title:** \_\_\_\_\_
- ☐ **Information about Author(s)**  
Points of interest \_\_\_\_\_
- ☐ **Table of Contents**  
Points of interest \_\_\_\_\_
- ☐ **Preface**  
Points of interest \_\_\_\_\_
- ☐ **To the Student**  
Points of interest \_\_\_\_\_
- ☐ **Introduction**  
Points of interest \_\_\_\_\_
- ☐ **How to Use This Text**  
Points of interest \_\_\_\_\_
- ☐ **Part**  
Points of interest \_\_\_\_\_
- ☐ **Units**  
Points of interest \_\_\_\_\_
- ☐ **Chapters**  
Points of interest \_\_\_\_\_
- ☐ **Lessons**  
Points of interest \_\_\_\_\_
- ☐ **Other Special Features**  
Title: \_\_\_\_\_  
Points of interest \_\_\_\_\_

☐ **End of Unit/Chapter/Lessons**

Points of interest \_\_\_\_\_

☐ **Appendices**

Titles and Content: \_\_\_\_\_

\_\_\_\_\_

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☐ **Glossary**

Points of interest \_\_\_\_\_

☐ **Index**

Points of interest \_\_\_\_\_

**Comments:**

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# APPENDIX:

## What You Might Find

<input type="checkbox"/> Accounting	<i>Present and Future Value Tables</i>
<input type="checkbox"/> Chemistry	<i>Periodic Table</i>
<input type="checkbox"/> Communications	<i>Proofreader's Marks</i>
<input type="checkbox"/> Geography	<i>Maps</i>
<input type="checkbox"/> Keyboarding	<i>Grammar Guide</i>
<input type="checkbox"/> Mathematics	<i>Selected Answers</i>



# PART OPENER COMPONENTS

## Title

Provides insight into the content of the part and helps students focus their attention on the content.

## Chapter Titles

Provide insight into the content of the chapter and allows the student to see how the part and chapter contents are related.

## Introduction

Sets the stage for the part and triggers interest.

## Objectives

Outline the expectations of the part, chapter, and lessons.



# GOOD HABITS FOR NOTE TAKING

- ☐ Read the assignment
- ☐ Use a new page in your notebook each day or create a new file in your PDA for each day's notes.
- ☐ Write the date at the top of the page.
- ☐ Do not write every word the teacher says.
- ☐ Use abbreviations and symbols.
- ☐ Leave space to add more information.